DOCUMENT RESUME

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TITLE	Solving Multi-Ethnic Problems (Valleybrook School: A Simulation Game for Elementary Teachers). Description of Teacher Inservice Education Materials. Summary Information.
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ABSTRACT

The inservice program and materials described here are intended to increase understanding and, when necessary, to encourage a change in attitude on the part of teachers dealing with problems considered typical in desegregated and integrated schools. Realistic situations designed to give participants the opportunity to encounter and deal with lifelike problem-solving experiences are set forth in the materials. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED169012

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: SOLVING MULTI-ETHNIC PROBLEMS (Valleybrook School: A Simulation Game for Elementary Teachers)

Publication Date(s): 1970

Intended Users: Preservice and inservice teachers, principals and other administrators, school board members interested in facing and solving problems arising in a desegregated school

Grade Level(s): Elementary

Number: Group

Primary Focus: This material is intended to increase understanding and, when necessary, to encourage a change in attitude on the part of teachers dealing with problems considered typical in desegregated and integrated schools. It deals primarily with the affective climate in the classroom and the school.

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School subject(s) and/or inservice topic(s) covered:

No specific school subject is dealt with here; rather, realistic situations designed to give participants the opportunity to encounter and deal with lifelike problem-solving experiences are presented. The technique of simulation is used as an inservice training approach.

What participant does in using the materials:

Participants view film or read written problem and individually answer questions on incident response sheets. Small groups then convene and discuss each incident and engage in role-playing and simulation. If groups are quite large, a spokesperson appointed by each smaller group reports to the larger body for general discussion. A presenter then summarizes the learning experience.

Resources:

The program components include one 16mm film, a Program Director's Manual, Guidebooks for Leaders of Small Group Discussion, participants' handbooks and workbooks. A group facilitator will be needed to organize the program, and in the case of large groups breaking into smaller groups, a leader must be selected for each group. Equipment needs will include a 16mm film projector, screen and space large enough to accommodate the group.

Describer critique:

This is basically a good product which, in spite of being somewhat dated and dealing with sometimes inappropriate issues in today's context, could help develop in users an increased sensitivity to multi-ethnic problems and an ability to solve some of these problems through open and frank communication.

SP014 007

1.0 PURPOSES:

Rationale

This program has been designed to give school personnel and prospective teachers an opportunity to face, and hopefully to solve, some of the multiethnic problems they might have to face in desegregated schools. Its focus is on dealing with such problems through honest and open communication. The program attempts to give users the benefit of real-life experience by use of role-play and simulation techniques.

Goals

The program intends to train users in recognizing and dealing with problems related to school desegregation and integration. Its approach to solving such problems is through improvement of educators' communication skills.

Objectives

The specific objectives of this program are:

"1. To increase the skill of teachers to recognize and analyze problems associated with integration and desegregation;

2. To increase the skill of teachers to recognize and evaluate alternative approaches for constructive action;

3. To sensitize teachers to the feelings, attitudes, ideas, and beliefs of people of different backgrounds; and

4. To prompt teachers to examine their own beliefs and prejudices and their personal commitments to the goal of equal education for all."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The scope of this material is presented here through a modified table of contents, from the Program Director's Manual.

I. Background Information

II. How the Game is Played

III. Problem Materials: Valleybrook Elementary School

Films (problems addressed):

1. "Sleeping Child"
2. "Isolated Child"
3. "A Reading Problem"
4. "A Plea for Help"
5. "The Curriculum is Questioned"
6. "A Problem for the Faculty"
7. "Teachers' Lounge"
8. "An Unexpected Encounter"

Written Problems:

9. "The Birthday Party"
10. "A Communication Problem - Negro"
11. "A Communication Problem - Puerto Rican"
12. "Fighting Boys"
13. "A New Pupil's Problem"

Most of the problems focus on black/white racial issues; three are directed toward Puerto Rican or Mexican-American issues; two deal with anti-Semitic episodes.

Sequence

Determination of program sequence is left to the user; the structure of the program lends itself to flexibility and selectivity.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Participants are divided into groups of not more than 50 or 60. The total group views the film and each individual responds to the questions on the appropriate incident response sheet. The film should be stopped after each incident is depicted to allow time for this activity.

After viewing, the small groups examine each problem through role-playing and simulation, with the help of a discussion leader.

In larger groups the small group representative reports on the conclusions or approach decided upon by his/her group, and further discussion takes place. The large-group leader then gives a summary of the learning experience.

3.2 Help given in use of product:

The Program Director's Manual clearly outlines the requirements for the program and tells how it may be structured.

The Guidebook for Leaders provides suggestions for role-playing and possible adaptation (e.g., via role-reversal) of the material. A bibliography is also provided.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is, essentially, constant feedback as the program unfolds and as the participants discuss the issues. There are no right/wrong answers which could be used as criteria for evaluating each participant. Instead, the program focuses on self-evaluation of personal growth.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Program components include a 16mm color film, a Director's Manual, Guidebooks for Leaders of Small Group Discussion, participants' handbooks and workbooks. Implementation needs will include space for group meetings, a 16mm film projector and screen, and administrative personnel (i.e., a group facilitator/leader).

As each of the 13 problems and activities can be covered in approximately two hours, total course time, including introduction and summary, will be about 30 hours.

5.2 Distributor name/address:

Anti-Defamation League
B'nai B'rith
315 Lexington Avenue
New York City, New York 10016

(212) 689-7400 (Publications)

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
SOLVING MULTI-ETHNIC PROBLEMS: VALLEYBROOK ELEMENTARY SCHOOL				
Total package	$255.50	$140.50/1 week	1/group	yes
Program Director's Manual (1)		Preview $15.00/48 hrs.	1/group	yes
Guidebook for Leaders (3)			1/leader	yes
30 Participants' Handbooks			1/participant	yes
30 Participants' Workbooks			1/participant	no
Film: "The Valleybrook School (Problems)"			1/group	yes
Role-Play Sheets (3 sets)			1 set/participant	no
Bibliography (30)			1/participant	yes

Preview and rental fees are applicable toward purchase of the program.

A Supplementary Package, consisting of 1 Guidebook; 10 each of participants' handbooks and workbooks, and bibliography is available for purchase for $33 per package.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This program was originated and developed by Frederick P. Venditti, Director, Educational Opportunities Planning Center, University of Tennessee. Dr. Venditti has also been a teacher and administrator on the elementary and secondary school levels. He has published many articles in educational journals, and has co-authored a series of handbooks on early childhood education.

6.2 How developed and when:

The simulated problems were developed by asking approximately 500 white and black teachers, working in some 30 schools similar to the Valleybrook setting, to describe in detail problems they had encountered in their desegregated or integrated schools. Many of the responses received arose from racial prejudice or cultural bias, and composites of these problems were developed for inclusion in the Valleybrook filmed and written incidents.

This project, developed at the Educational Opportunities Planning Center, College of Education, University of Tennessee, was funded in part under a USOE grant. The product was designed for inservice teachers in 1970.

6.3 Evidence of effectiveness with users:

While these materials were never field-tested under controlled circumstances, they have been widely used throughout the southeastern region of the United States, particularly in Tennessee, and in the general service agencies. The fact that practising teachers continue to request this product after nearly a decade after its release attests to its viability. The developer also indicated that he finds it a useful instructional tool in his university preservice classes.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This resource could adequately enable participants to achieve its stated purpose of learning to deal more effectively with incidents relating to racial prejudice or cultural bias.

The product is fairly flexible(adaptable to preservice users as well as inservice teachers), but should be used primarily for elementary school situations.

The technical quality of the printed material is excellent. The film is in color and is also of reasonably good technical quality.

Content accuracy/social fairness/community acceptance issues:

The problems presented in the program, and the way in which some of them are depicted, could create antagonism with some viewers by the very fact that some basically unacceptable stereotypes are shown. Some incidents presented as problems and some of the language used (e.g., "Negro") do tend to date the material, and detract from its overall merit.

Overall summary/comment:

This is basically a good product which could be used successfully in situations where sensitivity to racial and cultural bias, and a desire to deal with the problems arising from it, are at issue. Some of the situations depicted on the film are outdated, and in some cases, irritating stereotypes are used (e.g., "Especially our minority groups have reading and communication problems.") Nevertheless, these simulation exercises do offer opportunities for open and frank communication with regard to bias and prejudice, and could prove to be valuable learning activities.

LB-10/77